Kentucky Alternate Assessment – Alternate K-PREP

Revised

Based on Alternate Achievement Standards

2016-17 Administration Guide

Overview and

Attainment Task Administration

READING, MATH, WRITING, SCIENCE & SOCIAL STUDIES

Kentucky Department of Education

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Table of Contents

I. **Overview of the Test Design**

The Kentucky Alternate Assessment was the result of the comprehensive Kentucky education reform in 1990. An accountability system was established as part of the reform, setting a goal for all students in Kentucky to reach a level of proficiency on learning goals and academic expectations by 2014. The purpose of the Kentucky Performance Rating for Educational Progress (K-PREP) is to encourage and enable educators in each public school to increase the academic achievement of their students as they are designed to improve teaching and student learning in Kentucky. Kentucky includes all students in this accountability system, allowing students with disabilities to participate in one of three ways - general assessment without accommodations, general assessment with accommodations, and in the alternate assessment.

The increased requirements of the No Child Left Behind (NCLB) Act of 2001 (PL107-110) and the Individuals with Disabilities Education Act (IDEA) of 1997 (PL 105-17) and the more recent 2004 Individuals with Disabilities Education Improvement Act (IDEIA) (PL 108-446) have necessitated extensive revisions to the alternate assessment. These revisions have been carefully considered based on existing knowledge of effective practice and extensive stakeholder involvement, including the selection of standards by Kentucky teachers and administrators. Additionally, after the new Attainment Tasks were developed by content experts, Kentucky content area teachers, special education teachers and administrators from across the state were brought together to review the tasks for construct and bias. These work groups sought to consider the highest achievement standard possible for this population while carefully balancing the regulatory requirements with the individual needs of the students.

This administration guide provides an overview of the test design for the Alternate K-PREP as well as protocol for Attainment Task delivery. Included are: participation guidelines, administration guidelines, scoring criteria, performance standards, implications for the Individualized Education Program (IEP), and testing protocol for the Attainment Tasks. The Administration Guide for the Transition Attainment Record (TAR) will be available at the same time as the TAR training.

Scoring

The test administrator is trained to administer the Attainment Task (AT) and record student responses. The AT responses are entered by the test administrator in the Student Registration Database (SRD). For each task the test administrator records the students' selection in a series of multiple choice questions and enters the students selected response into the SRD. The SRD will score each student response as correct or incorrect and the total score is then assigned a proficiency level that was established based on cut scores that are validated through a formal standards validation process at the end of each assessment cycle.

The Transition Attainment Record is a checklist of skills and knowledge in English/language arts (reading), mathematics and science. The student's IEP team records a score of 0 - 2. "2" indicates the student can perform the skill independently, "1" indicates the student's performance is developing or requires supports from others, and "0" indicates that the student does not demonstrate performance on the skill.

All teachers must complete the Administration Code Inclusion training, and alternate assessment trainings following state and district procedures. The alternate assessment process includes completing the required training modules: Assessment Overview and Attainment Tasks as well as the Transition Attainment Record (TAR) (www.education.ky.gov) and completing the corresponding online quizzes. Two copies of the completed quiz certificates must be printed; give one copy to the District Assessment Coordinator when receiving the AT and place the other copy in the AAAF.

Assessment Components

The Alternate K-PREP will include 2 major components:

1. *KY Attainment Tasks*
2. *KY Transition Attainment Record*

The *Attainment Tasks* and *Transition Attainment Record* will meet both NCLB and IDEA requirements including the *ACT.* Both the *Attainment Tasks* and *Transition Attainment Record* are provided by KDE. The Attainment Tasks are administered by a test administrator (i.e., certified teacher) and the Transition Attainment Record is rated by the IEP or instructional team. The Attainment Task and Transition Attainment Record ratings are reported online in the SRD. The Transition Attainment Record training will be available beginning September 19, 2016 and can be administered once the training is completed (www.education.ky.gov–Assessment and Accountability–Alternate K-PREP). Table 1 on the following page outlines these requirements by grade:

Teachers must enter data for the Learner Characteristics Inventory (LCI) for each student participating in the Alternate K-PREP. The LCI is available in the Student Registration Database (SRD). Test administrators or district personnel will not be permitted to enter Attainment Task Score responses or Transition Attainment Record ratings until the LCI questions have been answered. All students should have LCI data recorded, even if a non-participation request will be filed on their behalf.

GRADE	CONTENT AREAS	STANDARDS ASSESSED	ATTAINMENT TASKS (AT)	TRANSITION ATTAINMENT RECORD (TAR)
3	Reading and Mathematics	Alternate K-PREP Aligned Content Standards	✔	
4	Reading, Mathematics, Science and Writing	Alternate K-PREP Aligned Content Standards (Reading, Mathematics, Writing and Science)	✔	
5	Reading, Mathematics, Social Studies and Writing	Alternate K-PREP Aligned Content Standards for Reading, Mathematics and Writing Core Content 4.1 (AA Social Studies)	✔	
6	Reading, Mathematics and Writing	– Alternate K-PREP Aligned Content Standards for Reading, Mathematics and Writing	✔	
7	Reading, Mathematics and Science	Alternate K-PREP Aligned Content Standards (Reading Mathematics and Science)	✔	
8	Reading, Mathematics, Social Studies and Writing	– Alternate K-PREP Aligned Content Standards (Reading, Mathematics and Writing) Core Content 4.1 (AA Social Studies)	✔	
9	Reading	Alternate K-PREP Aligned Content Standards for Reading	✔	
10	Mathematics and Writing	Alternate K-PREP Aligned Content Standards for Mathematics and Writing	✔	
11	Science and Writing	Alternate K-PREP Aligned Content Standards (Writing and Science)	✔	✔ Alternate for ACT
12	Social Studies	Core Content 4.1 (AA Social Studies)	✔	

Participation Guidelines

Participation in the assessment and accountability system is an Individualized Education Program (IEP) team decision and as such, should be based on the individual needs of the student. The *Participation Guidelines* represented below are designed to assist the IEP team in determining *how* the student will participate in the statewide assessment and accountability system. The content within the participation guidelines remain the same for the Kentucky Alternate Assessment. Regulatory changes refer to an "Alternative High School Diploma" (704 KAR:3:305) rather than "certificate of attainment" referred to in previous versions of the assessment. Finally, these participation guidelines apply to the entire alternate assessment system including all the assessment components specified in the *Overview of the Assessment Design* (p.3).

> **It is important to note that placement should not determine participation in the alternate assessment, nor should participation in the alternate assessment determine placement.**

The Participation Guidelines for the Kentucky Alternate Assessments include a two-part process. First, the IEP team must consider each of the items below and answer "YES" to ALL statements to determine if the student will participate in the Kentucky Alternate Assessments. Then, the IEP team must select Performance Dimension A or Performance Dimension B of the scoring rubric. The Participation Guidelines for the Kentucky Alternate Assessment can be found and completed as part of the IEP evaluation process.

The IEP must ensure the following components of the Participation Guidelines are in place before placing a student into the Alternate K-PREP:
- Student's IEP is current,
- Student's current level of communication been determined through observations and evaluations,
- Student's current and longitudinal data across settings in all academic areas includes progress monitoring (IEP data and progress in general education curriculum) **AND** adaptive behavior(s) have been reviewed and documents the Admissions and Release Committee decision,
- Student demonstrates cognitive ability and adaptive behavior which prevent completion of the Kentucky Academic Standards without modifications that exceed the accommodations allowed in the general assessments as described in the *Inclusions Document* and set forth in 703 KAR 5:070.
- The student's inability to complete the Kentucky Academic Standards is not the result of excessive or extended absences, or primarily the result of visual or auditory disabilities, emotional, behavioral disabilities, specific learning

disabilities, communication disorder, or social, cultural, and economic differences and those identified as English Language Learners (ELL).

- The student's current adaptive behavior requires extensive, individualized instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access the Kentucky Academic Standards.

- The Admissions and Release Committee members all agree that the student meets the participation guidelines for Kentucky's Alternate Assessment. All data sources referenced can be verified with supporting documentation. Eligibility is determined on an annual basis and the process *must* occur in order to determine future participation in Alternate Assessment. The student will be excluded from other state-required assessment components for any year that he or she participates in the Alternate Assessment Program.;

The Admissions and Release Committee (ARC) must also explain to the parent or guardian the *difference* between an **Alternative High School Diploma** and a ***High School Diploma***. Additionally, the ARC must determine whether the student will participate in Dimension A or B.

Grade Placement

Students should move from grade to grade each year along with same age peers. A student may repeat a grade which would be considered a retention requiring the student to repeat that specific grade level assessment(s).

If a student moves into a district without a grade placement, he/she should be placed into a grade with students of the same age. It is recommended that the student should be no more than three years older/younger than peers in the same grade.

A student should be assessed at the same grade at which he/she is listed on the attendance roster (Infinite Campus). Once a student has completed all assessment requirements through grade 12, he/she should be placed into Grade 14 on attendance rosters and focus on transition with no more accountability assessment administration required. Any student placed in Grade 14 should not have a graduation code assigned until they age out at 21 or officially exit the program.

Alternate Assessment Accountability Folder (AAAF)

As part of the new Alternate K-PREP, the Kentucky Department of Education (KDE) shall require each teacher to maintain an Alternate Assessment Accountability Folder (referred to as the AAAF) for each student participating in the Kentucky Alternate Assessment. This folder will support the submitted alternate assessment work samples and can be used by the KDE for potential audits and observations of student work. The contents of the AAAF are expected to address all the alternate assessment requirements for the student's grade level. Items that should be included in the AAAF are as follows:

> Student information page
>
> Teacher Code of Ethics
>
> Teacher Quiz Certifications

ATTAINMENT TASKS DOCUMENTATION:
- Original Attainment Tasks Score Sheets and support sheets

- One Work Sample (Per Standard)

- Anecdotal Notes

TRANSITION ATTAINMENT RECORD DOCUMENTATION:
- Documentation concerning meeting held to complete the record (i.e., who, where, when)

- Anecdotal notes

- Location where the support documentation is stored (e.g., IEP data in Due Process Folder)

- Original completed Attainment Transition Record document

STORAGE of the AAAF
The AAAF shall be kept at the school of accountability (A-1 school), since the folder is created each year that the student participates in the alternate assessment program. **The folder does not move with the student**. District-operated, special education programs can retain the AAAF folders and do not have to return them to the A-1 school. Storage of the AAAF shall be in the secure area specified by the district for other confidential information, such as the IEP. Copies of the AAAF may be provided to parents based on school and district policy while the folder is active.

Achievement Standards

Alternate Achievement Standards must be aligned with the State's academic content standards (i.e., include knowledge and skills that link to grade-level expectations), must promote access to the general curriculum, and must reflect professional judgment of the highest learning standards possible for the group of students with the most significant cognitive disabilities. (Standards and Assessment Peer Review Guidance, 2004) Alternate Achievement Standards are established using the same steps as those used for developing achievement standards for the general assessment. It involves setting performance levels, performance descriptors, selecting exemplars, and determining cut scores.

Performance Levels: The Alternate K-PREP will use the same performance levels used in the general assessment: Distinguished, Proficient, Apprentice, and Novice.

Performance Level Descriptors are aligned to Kentucky's Academic Expectations and linked to the grade level Kentucky Academic Standards (KAS) and are reduced in complexity by:

· allowing adaptations, modifications, and/or assistive technology that assist the student in accessing the information, as well as demonstrating knowledge, skill, and/or concept but do not directly guide the student to the answer;
· reducing the amount or extent of the standard that the student must demonstrate;
· modifying the way in which the student demonstrates the knowledge, skill, and/or concept (e.g., utilizing objects to give the answer).

Achievement Standards are determined by considering the distribution of all the scores from the assessment and establishing cut scores.

The IEP and the Alternate Assessment

Questions often arise regarding the relationship between the IEP and the alternate assessment. There are two federal laws to consider when discussing this relationship. No Child Left Behind: Non-Regulatory Guidance (Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities, 2005) provides two reasons that the student's IEP goals are not appropriate measures for annual yearly progress as required by NCLB:
1. IEP goals are designed to meet the individual needs of the student, provide a means to monitor progress and report to parents, as well as to make decisions regarding special education and related services the student receives.
2. Title I requires all students to be assessed in academic content areas of reading, mathematics, and science, while IEP goals may address a broader range of student needs including behavioral and developmental needs.

However, the requirements of IDEA 2004 suggest that it is reasonable for the IEP to support the student in the alternate assessment.

1. IDEA 2004 regulations define specially designed instruction as adapting the content, methodology, or delivery of instruction to address the unique needs of the child and to ***ensure access to the general curriculum*** so that the child can meet the educational standards within the jurisdiction of the public agency that ***apply to all children*** (§300.39(b)(3). [emphasis added]
2. It further requires annual IEP goals to be designed to enable the child to be involved in and make progress in the general education curriculum (§300.320(a)(2)(i). (Federal Register 34 CFR Parts 300 and 301, 2003)

The IEP should clarify the specially designed instruction including: adaptations, modifications, and delivery of instruction that support access to the content standards that are assessed. IEP goals can be designed to move the child toward attainment of the content standards, either by writing specific objectives that address individual standards or by targeting skills that will facilitate learning of the standards (e.g., switch activation that will assist student in accessing information and demonstrating understanding of the standards or the number recognition that will help with solving math problems).

CAUTION

Placement is solely an IEP team decision and should be guided by the individual needs of the student and the principles of the Least Restrictive Environment. The IEP team should consider the placement that best facilitates the student's access to the general curriculum.

ADMINISTATION CODE/INCLUSION TRAINING, CODE of ETHICS, and NON-DISCLOSURES

Teachers administering the Kentucky Alternate Assessment should complete training in 703 KAR 5:080 Administration Code for Kentucky's Educational Assessment Program and 703 KAR 5:070 Inclusions of Special Populations in the State Required Assessment and Accountability Programs. These trainings provide teachers the proper assessment practices required by law. The training(s) can be found on the Alternate K-PREP web page on the KDE web site.

The Code of Ethics must be signed one time for every student completing the Alternate Assessment. All students will have a Code of Ethics included in the AAAF. The Code of Ethics is an agreement from the test administrator to comply with legal guidelines addressing professional ethics, educational defensibility, student ownership, accommodations, and student performance.

A non-disclosure agreement should be signed by anyone assisting in the administration of the alternate assessment. This may include para-professionals, volunteers, or any outside sources etc. All non-disclosures should be placed in the AAAF and should not be submitted to the state.

II. KY Attainment Tasks

The **Kentucky Attainment Tasks** are designed to provide an alternate to the Kentucky Performance Rating for Educational Progress (K-PREP). The Individuals with Disabilities Education Improvement Act (IDEIA 2007) requires states to develop and implement guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments with accommodations. The attainment task approach:

- provides evidence of understanding, skills, and concepts related to the specified grade level content standards,
- begins with an authentic task that requires understanding, skills, and concepts necessary for real world problems, genuine purposes and audiences, is fully scripted for the test administrator to follow,
- requires the student to answer questions needed to complete a task, working step by step as directed by the teacher or test administrator, and
- allows the teacher to score the student responses.

Participation

The IEP team must determine how the student will participate in the state-wide assessment system: general assessment, general assessment with accommodations, or the alternate assessment.

Students will participate in the assessment through either Attainment Task Dimension A version or Attainment Task Dimension B version based on the participation guidelines (available in the forms section of the Alternate K-PREP web-page). Complete information on participation can be found in the Overview Section of the Administration Guide.

All Attainment Tasks are the same and printed as Dimension A with specific directions for which answer choice to remove (or cover) for the Dimension B student. The administrator should select Dimension A or B based on participation guidelines and IEP team meeting decision and mark appropriately on the official score form.

Test Security

The Attainment Tasks are considered secure testing materials and involved personnel must follow the administration code and 703 KAR 5:070 established for the general assessment. Following is information from the administration code training that is adapted to address the Attainment Tasks.

District assessment coordinators, administrators, and teachers must ensure the security of the assessment materials before, during, and after test administration. When not being used for testing sessions, all attainment tasks and materials shall be stored in a secure location with access granted to authorized personnel only.

OK	Not OK
• It is appropriate for teachers to know the concepts measured by the statewide assessment and to teach those concepts. • Attainment Tasks can be reviewed prior to administration and the start of the testing window so that needed modifications to materials can be made. • Teachers may use test items from previous years released by the Kentucky Department of Education to help prepare their students for the assessment by adapting them to meet the needs of the students participating in the alternate assessment. • Test Administrators shall file in the Alternate Assessment Accountability Folder (AAAF) any notes, rough drafts, or scratch paper produced by students during testing immediately after each testing session or at the end of the testing day, ensuring that no test item is compromised.	• Secure test materials shall not be reproduced in whole, in part or paraphrased in any way. Examples include: photocopying, photographing, handwriting, or typing. • No one shall take notes regarding the content, concepts, or structure of any secure test item. • No one may have test binders without authorization from the district or building assessment coordinator. • Local district staff may not show items in the test binders to anyone not administering the test unless directed by the Superintendent (See Section IV of this document for details). – Once authorization has been granted to local district staff to have access to the tests, staff shall not use knowledge about the content of any specific questions to prepare students for the assessment. • Teachers or other staff with knowledge of the content of any secure test item shall not reveal this content to anyone. • Teachers or other staff, who become aware of specific test items through any means, shall not use this knowledge to prepare students for the assessment.

Accommodations that include placing any materials onto the computer must have those files completely removed and permanently deleted. This applies to both the scanning and entry of secure test materials and student responses. Electronic or other versions of secure assessment materials or related student responses shall not be maintained in the district and should be destroyed.

Administration Protocol

This section provides detailed specifications for conducting the attainment tasks with individual students. Adherence to these guidelines is required to facilitate the assessment process.

Protocol for Administering the Task

The task must be administered in a one to one setting with the student in a quiet place without interruptions. The room should be free of other students or in an area of the classroom that:
· does not distract the student and
· does not allow other students to hear the student's answers.

The task must be administered by a certified staff member (e.g., teacher, counselor, related service provider, etc.). The test administrator must qualify by completing the Combined Overview and Attainment Task online training and the qualifying quiz. One copy of the completed quiz must be placed in the AAAF and another provided to the District Assessment Coordinator prior to receiving testing materials. For further information about what belongs in the AAAF, please see AAAF Training on KDE's website.

The task is scripted and is to be read to the student as written or using acceptable adjustments as described in the *Steps to Administrating* section. "Quotation marks" signify the scripted portions to be read to the student.

The task may be administered in more than one session, allowing for a smaller amount of time for each session. A five- minute break between each section of the task is OPTIONAL, but only one content area may be administered to an individual student each day. Optional breaks will be noted in the testing materials. If a student is having difficulty attending, is having medical or behavioral difficulties, the task can be stopped within a section. Resume the task at the point stopped during the prior session. DO NOT start over. The administrator can orient the student to where he or she was in the process. For example, the teacher could say, "Last time we looked at food items and compared them. Now we are going to…" **No re-teaching** should occur between these sessions. Store the Attainment Tasks in a secure location when not testing.

Steps to Administering

1. Read the Overview/Attainment Task administration guide.

2. Review the Resource Guide and each content area Glossary of Terms in the Resource Guide.

3. Complete the online training module and review any supplementary materials.

4. Complete the qualification test. Print two copies of the quiz certification, one for the AAAF and the other for the District Assessment Coordinator. It is important to enter the district email address when registering for the OTS.

5. Sign a Code of Ethics and file in the AAAF. Each person assisting with the Attainment Tasks must sign a Code of Ethics and file in the student's AAAF.

6. Non-school personnel who assist with any administration of the assessment must also sign a non-disclosure form and file in the AAAF.

7. Preview the task and the accompanying materials and prepare for administration (e.g., gathering materials, gaining familiarity with all vocabulary).

8. Make modifications to materials to ensure accessibility to individual students. Refer to the Accommodations section for important information regarding appropriate use. The accommodations may include but are not limited to:
   · enlarging or coloring pictures and text,
   · creating a high contrast version of the pictures/symbols, and
   · using objects to represent answers and distractors
   · highlighting sections that are to be reread as indicated in the task
      ▪ Direct questions or concerns about specific accommodations to Kevin O'Hair at the Office of Assessment and Accountability via email (kevin.ohair@education.ky.gov).

9. Read the script, signified by "quotation marks" exactly as written
   • the script can be repeated if the test administrator deems the student was not paying attention

10. Follow directions included in the script to guide the process. The directions will be signified by an *italics* font and will include:
    • what materials to present to the student at specified times (e.g., present the writing template labeled Thanksgiving Dinner Story) and
    • instructions on the level of support allowable by the teacher.

   ＊If pictures are cut apart, they must be presented to the student in the original order. The answer choices can be placed horizontally, vertically, in corners (eye gaze

board), etc. as long as the choices are given in the same order as provided in the testing material (e.g., left to right, top to bottom, etc.).

11. Words in the questions that are underlined and bolded are to be emphasized for the student (e.g., **not**, **best**, **most**, **likely**, etc.).

12. Allow the student to independently respond to each task item and record the student's selected response on the accompanying answer sheet.

13. If a task has materials listed on the cover page of the assessment, all paper-based supplemental materials are found at the end of the task (e.g., after question five). Animation clips are available through an Online Training System (OTS) download. Some tasks may require materials that are not paper-based and they will be provided with the testing materials shipment.

14. All task questions are provided on a single page at the end of the task. These questions are for student use and can be covered, cut apart, and used as needed for student comprehension.

Acceptable Administration Procedures: Provide supports that assist the student in demonstrating his or her understanding. These may include:
- cueing the student to begin or continue working,
- cueing the student to attend,
- orienting the student to the choices (e.g., reading and pointing to each response item before a question is read, guiding a student who is using textures or objects to feel each to orient placement and then asking the student to choose the answer),
- using an established system for motivation and on task behavior (e.g., positive behavior support, token system, behavior chart, primary reinforcer, etc.), and
- providing multiple cues for the student to respond or an extended wait time before recording a score of "0". *These cues should not provide assistance to the student in giving the correct answer.*

The student can change his or her answer if done so independently before moving onto the next item and if the teacher has not indicated the accuracy of the student's response in any way.

Non-acceptable Prompting Procedures: Provide verbal or nonverbal prompts, cues, or general feedback:
- on the accuracy of the response,
- that guides the student to the correct answer (e.g., point to the correct answer, emphasize the correct answer with voice inflection, place the correct answer in a preferred spot, highlight correct answer, etc.), and
- that indicate to the student when he/she is answering correctly or incorrectly;

The test administrator cannot:
- decide that a student response is not the intended response,

- give the student multiple trials to correct a response, and
- start the task over if stopped.

15. Record each student response before moving to the next assessment item. Indicate which answer choice the student selected by recording his or her response on the answer sheet. Once student has responded to a question and the test administrator has moved to the next question, <u>the student cannot "go back" to a previous question</u> as information in questions that follow may provide answers.

16. The student responses will be transferred from the answer sheet to the Student Registration Database (SRD).

17. Store the answer sheet in the AAAF. When directed to do so, enter the responses online. Information will come at a later date via the Alternate Assessment E-Mail.

18. The Attainment Tasks will be administered and responses entered during two different assessment windows, window 1: November 1-December 9, 2016 and window 2: April 17-May 26, 2017.

19. File the completed task answer sheets, Code of Ethics, and any notes in the AAAF.

20. Return the Attainment Task Binder at the conclusion of each testing window to the District Assessment Coordinator for secure destruction along with any extra materials.

Accommodations

Providing the appropriate accommodations is vital to the validity of the assessment. Accommodations or supports shall meet the following conditions:
1. For students with a disability, accommodations or supports in the instructional process shall be **both age-appropriate and related to both the student's verified disability and specially designed instruction described in the student's IEP.** Accommodations or modifications shall be based on the individual needs of the student and not on a disability category;
2. Accommodations or supports shall be part of the **student's ongoing instructional program** and not introduced for the first time during state-required Assessment;
3. Accommodations or supports shall be for the **purpose of students accessing the curriculum and demonstrating what they know and are able to do**;
4. Changes in the administration of the assessment or recording of student responses shall be **consistent with the instructional strategies, assistive technology devices, and services identified on the student's Individual Education Program (IEP);** and
5. Accommodations or supports or both **shall not inappropriately impact the content being measured**. (Kentucky Department of Education, 2004)

There are several types of accommodations or supports. Following are a few accommodations and guidance on the use of each:

- Enlarge the answer choices/pictures and any accompanying materials to assist with low vision and fine motor limitations. The task items are to be read to the student so there is no need to enlarge the task items.

- Reprint the answer choices/pictures and any accompanying materials on high contrast paper to assist with low vision. This would include coloring pictures.

- Change picture symbols to ones that the student has used instructionally. This can be done at the school level as long as the replacement picture symbol does not cue the student to the correct answer and all pictures are changed consistently (e.g., all pictures are changed, not just the correct answer).

- Pair objects or tactile symbols with the picture symbol answer choices or use to replace picture symbol answer choices. This is appropriate as long as the objects do not cue the student to the correct answer and objects are provided consistently (e.g., tactile objects are used for all answer options, not just the correct answer) and are presented in the same order as the original response options are listed.

- Create raised lines on the picture symbol answer choices using an embosser, glue, or craft paint. This is appropriate as long as all answer choices are raised.

- Use a program at the school or district level to place answer choices onto the computer and allow the student to take the test online. These programs may include but not limited to Writing With Symbols 2000, Boardmaker, Speaking Dynamically Pro, Classroom Suite, and Read & Write Gold. **When this accommodation is used it is important to completely delete all files off of the computer by deleting and then emptying the recycle bin.**

- Typically, a reader and scribe will not be necessary as accommodations because the expectation is that the test will be read and answers scribed for all students.

- When a question utilizes a cloze (fill in the blank) sentence, the test administrator may read the sentence with each response option.

Teachers may order specialized materials for students with Visual Impairments documented on their IEP. These materials are provided only when required supplemental materials can be enhanced using tactile graphics. Tactile graphics are embossed on special thermal paper. Tactile graphics of maps, charts, ecosystems and other relevant

items are provided. Students should be receiving instruction on how to read tactile graphics throughout the year. For more information on teaching students how to use tactile graphics refer to: http://s22318.tsbvi.edu/mathproject/ch6-sec2.asp

Glossary

AAAF: The Alternate Assessment Accountability Folder is a collection of work samples, raw data, assessment probes, notes, etc. that support the submitted alternate assessment. Information contained in the folder may be used for audits by the department of education. It is a confidential and secure file and should be stored accordingly. More information on the AAAF is located in Appendix H.

Accommodation: Changes in how a test or assessment is presented or in the response a test-taker gives (e.g., test format, response format, setting, timing, schedule); changes do not affect level, content, or performance criteria but provide equitable instructional and assessment access for students with disabilities. Accommodations are intended to *mediate* the effects of a student's disability – they are *not* intended to reduce learning expectations.

Adaptation: Changes made to existing materials or instructional delivery in order to meet the needs of a student (e.g., head pointers, Opti-Indicator, *Boardmaker* (Mayer Johnson) symbols, photographs, symbols paired with real objects, real objects, enlarged pictures, textured or raised pictures, high contrast color or coactive signs).

Alignment: The effort to ensure that what teachers teach is in accord with what the curriculum says will be taught and what is assessed on official assessments. The alignment of expectations for student learning with assessments for measuring students' attainment of these expectations is an essential attribute for an effective standards-based education system. Without adequate alignment between standards and assessments, teachers and students become confused about educational expectations. Among other things, this can result in learning expectations being lowered for some students while being raised for others, creating potential inequities.

Alternative High School Diploma: Provided to students with significant cognitive disabilities who are unable to meet requirements for a regular high school diploma. Recipients of an Alternative High School Diploma will participate in alternate assessments. The Alternative High School Diploma is not equivalent to a regular high school diploma.

Assessment Prompt: The instructions given to the student that explain what he or she is expected to do.

Assistive Technology: Tools and strategies used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; can range from *low technology* (e.g., unaided communication

systems, sign language, etc.) to *high technology* (e.g., computers with switch interfaces, etc.).

Augmentative Communication: Low, medium or high technology system that assists the student in both receptive and expressive language (e.g., making a request, initiate and respond to questions, describe things or events, and express refusal).

Complexity: Describes the kind of thinking involved in a task. More complex tasks require more demanding reasoning. Complexity does not result from the fact that there are multiple answers. Students relate ideas within the content area standards and have to select or devise one approach among many alternatives to solve the problem.

Cut Scores: Set by the standards setting committee, cut scores are demarcations on a scale of all possible raw scores that show the beginning and ending points for each performance level.

Demonstrators: Indicators of the way a student shows or communicates his or her knowledge, skills, and/or concepts.

Learner Characteristics Inventory (LCI): A questionnaire that assists the teacher in understanding the individuality of each student in various areas: expressive communication, receptive communication, hearing, vision, motor, engagement, attendance, reading skills, and mathematics skills. For the Alternate Assessment, KDE requires that three LCI communication questions be answered or each student. These questions can be found in the Student Registration Database.

Mode of Communication: The pre-dominate way a student expresses his or her thoughts (e.g., through words, pictures, objects, tactile cues, augmented communication/assistive technology).

Prompt: for the purpose of this assessment, a prompt is defined as any word(s), gesture, or physical assistance provided by the teacher that is designed **to lead or guide the student to the correct answer** during any instructional activity or assessment completions and is different than an assessment prompt.

Supports: Adaptations, assistive technology, and other accommodations that provide the student access to information and allow the student to demonstrate understanding. These do not guide the student to the answer.

References

Individuals with Disabilities Education Act (IDEA) Amendments of 1997, PL 105-17, 20 U.S.C. §§ 1400 *et seq.*

Individuals with Disabilities Education Improvement Act of 2004, PL 108-446, 20 U.S.C. §1400 *et seq*

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No Child Left Behind Act of 2001, PL 107-110, 115 Stat. 1425, 20 U.S.C §§ 6301 *et seq.*

U.S. Department of Education (December 9, 2003). Improving the academic achievement of the disadvantaged. *Federal Register, 66* (236), 68698-68708

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U.S. Department of Education (August 2005). Alternate achievement standards for students with the most significant disabilities, non-regulatory guidance